

# The CADET

U.S. Army Cadet Command's quarterly magazine

Fall 2012 Vol. III Issue III

## Global warming

Cadets bring  
goodwill to  
dozens of nations

## The way ahead

*Commanding general lays out  
vision for ROTC's future*

## Next chapter

*After six years, retirement nears  
for command sergeant major*

Cadet Command news online at [www.army.mil/rotc](http://www.army.mil/rotc)



SEPTEMBER  
2012

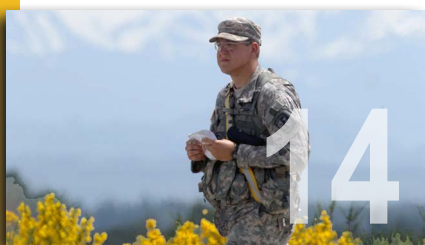
Volume 3  
Issue 3  
Fall edition

# Contents

On the cover: Cadets traveled around the world this summer as part of CULP missions. Illustration by Terry Eggleston from submitted photos



JLAB students interview World War II veteran William Kelly at the National World War II Memorial.  
Photo by Steve Arel



## Inside

### 4 Former Cadet studying to help Soldiers

Dacie Manion credits her JROTC experience in helping her earn a scholarship to attend MIT.

### 5 Rites of passage

Thousands of Cadets were commissioned this spring in a variety of ceremonies across the country.

### 6 Charting the future

Maj. Gen. Jefforey Smith discusses changes he believes will further strengthen Cadet Command and the leaders it produces.

### 8 Amazing journey

University of Wisconsin-Madison assistant professor and his wife power their way to victory in "The Amazing Race."

### 10 Reaching out

Scores of Cadets take part in growing program to foster an understanding of different cultures.

### 12 Bidding farewell

Command Sgt. Maj. Hershel Turner looks back at his six-year tenure as command's senior enlisted leader.

### 14 Better than before

LTC, LDAC makes a profound positive difference in the lives of future Army leaders.

### 16 Changes at the top

New faces abound as organization welcomes deputy and four brigade commanders.

### 17 Teaching tools

Leadership symposium, academic bowl offer new learning experiences for JROTC Cadets.

### 18 Another strong showing

Army JROTC programs place at national drill meet, but are shut out of the top spots.

The official magazine of U.S. Army Cadet Command  
[www.cadetcommand.army.mil](http://www.cadetcommand.army.mil)  
[www.army.mil/rotc](http://www.army.mil/rotc)

## The Cadet

Commander: Maj. Gen. Jefforey A. Smith  
Command Sergeant Major: Command Sgt. Maj. Roger Howard  
Public Affairs Officer: Lt. Col. Matt Hackathorn  
Editor: Steve Arel  
Staff writers: Jacob Bennett and Rachael Tolliver  
Contributors: Jesse Beals, Terry Eggleston, Rae Emary, Aaron Hagstrom,  
Sammy Jo Hester, Monica Spees, Noelle Wiehe and Al Zdarsky  
Contact: Fort Knox: (502) 624-5706 & (502) 624-1842  
E-mail: [matthew.hackathorn@usacc.army.mil](mailto:matthew.hackathorn@usacc.army.mil)



The Cadet is an authorized publication for members of the Department of Defense. Contents of The Cadet are not necessarily the official views of, or endorsed by, the U.S. government or the Department of the Army.

The editorial content of this publication is the responsibility of the public affairs officer, U.S. Army Cadet Command.

# Meeting the Army's needs

*Cadet development being realigned with new learning models*



The old cliché “leaders are not born, they are developed” is fundamental to what we do in Cadet Command to commission second lieutenants as competent, confident, agile and adaptive leaders. The new Army Doctrine Publication (ADP) 7-0, “Training Units and Developing Leaders,” re-establishes fundamental training and leader development concepts and processes for the U.S. Army.

As reflected in that doctrine, we conduct training and education in the Army in three training domains: institutional, operational and self-development. For ROTC Cadets, this process begins in the pre-commissioning phase of becoming a commissioned officer and requires a lifetime commitment to self-development and growth to lead successfully at every echelon.

Most officer development in the Army occurs after commissioning and during operational assignments. The ROTC curriculum and its two capstone training courses, Leader's Training Course and Leader Development and Assessment Course, provide Cadets with enough fundamental education and training to help them contribute to unit collective capabilities on the day they arrive at their first unit.

Once again this summer, thousands of Cadets successfully completed LTC and LDAC. These Cadets, along with their cadre, should be proud of what they accomplished. Both courses are designed to develop Cadets through challenging, unfamiliar experiences that require them to adapt theory to reality. Cadets receive development through regular feedback from peers and military instructors, and they also learn from mistakes. They learn to take risks and experiment with non-textbook solutions to problems. However, historically, the command has overemphasized assessments, which impedes the potential for greater growth and development. This needs to change.

As we move forward in Cadet Command, we will revise our military science courses and training activities to align more closely to the new ADP 7-0. Our training and leader development environment will become more rigorous. Cadets will receive opportunity to try different solutions to problems without fear of adversely affecting their Order of Merit List (OML). We will also provide them with an environment where they can discover innovative solutions to problems.

Our objective is to create a training environment at LTC and LDAC where Cadets can make honest mistakes and develop to their fullest potential.

This is not to say all “assessments” will go away; they will not. An effective assessment system is vital to education and leader development, but it must be matched with equal or greater emphasis on development.

Additionally, our military science courses, field training exercises, LTC and LDAC must assist Cadets in developing the necessary skills to think critically and creatively. For example, in summer 2013, we will adjust LDAC situational training exercises, leader reaction course and patrolling exercises to allow Cadets to demonstrate their ability to analyze challenging problems, consider different perspectives and apply unconventional ways of solving problems. As the new learning science tells us, critical thinking and creativity are not necessarily inherent in every individual; however, leaders can develop these skills, and our programs must set the conditions for such thinking to occur.

I've held several senior leader forums following the completion of LTC and LDAC this summer. Each forum was instrumental in identifying strengths and weaknesses of the two courses. Also, I've had the opportunity to talk to many Cadets at LTC and LDAC who provided me with very constructive feedback of those programs.

This insight and candor is extremely appreciated and invaluable to a holistic review of our leader development program. Through these listening sessions and staff analysis, we are now charting a course for the next cohort of Cadets to experience a more robust experience in summer of 2013. Training at LDAC and LTC will become more rigorous and an environment created providing a greater degree of learning and development without the fear of negative impact on overall performance.

These changes may cause alarm in many of our staff and a number of Cadets. However, change will occur with total collaboration across the command. Cadets will receive ample time to prepare to meet the unique demands and challenges of our new learning models. We are convinced this method of learning science creates the officer of 2015 the Army requires.

**Maj. Gen. Jefforey A. Smith**  
**Commanding General**  
**U.S. Army Cadet Command**

# Command hands out annual awards of excellence

U.S. Army Cadet Command recognized 13 individuals this summer for their contributions to training excellence, and their roles in furthering the command's dual missions of preparing the next generation of the Army's leaders, as well as a new generation of productive, responsible citizens.

Recipients of the Cadet Command Awards for Excellence for 2012 are:

**Professor of Military Science of the Year:** Lt. Col. John H. Tao, Santa Clara University, Santa Clara, Calif.

**Officer Instructor of the Year:** Capt. Christopher Grigsby, Claremont McKenna College, Claremont, Calif.

**Enlisted Instructor of the Year:** Master Sgt. Shawn Eaton, Presbyterian College, Clinton, S.C.

**Recruiting Operations Officer of the Year:** Capt. Michael T. Pope, Santa Clara University, Santa Clara, Calif.

**Brigade Nurse Counselor of the Year:** Capt. Holly Archer, 4th Brigade headquarters, Fort Bragg, N.C.

**Human Resource Assistant of the Year:** Alberto DeJesus, St. John's University/College of St. Benedict, Collegeville, Minn.

**Supply Technician of the Year:** Jose Vargas, New Mexico State University, Las Cruces, N.M.

**GS 12-14 Employee of the Year:** Joseph O'Donnell, U.S. Army Cadet Command headquarters, Fort Knox, Ky.

**GS 9-11 Employee of the Year:** Teresa Callanan, 8th Brigade headquarters, Joint Base Lewis-McChord, Wash.

**GS 5-8 Employee of the Year:** Gracie Parks, U.S. Army Cadet Command headquarters, Fort Knox, Ky.

**Director of Army Instruction of the Year:** David T. Guzman, San Diego Unified School District, San Diego.

**Senior Army Instructor of the Year:** Scott Maryott, Reno High School, Reno, Nev.

**Army Instructor of the Year:** Clifford F. Holder, Rio Linda High School, Rio Linda, Calif.

## 'Bar of Gold' to get added shine as part of contest to make over longtime anthem

Like a large number of its fellow Soldiers, the venerable Cadet Command anthem, "A Bar of Gold on Army Green," has decided to retire after a distinguished career of more than 20 years of service.

Since its commissioning in the late 1980s, the official Cadet Command song has helped oversee the addition of more than 100,000 new officers to America's Army through the Reserve Officers' Training Corps (ROTC) program.

The official anthem indicated recently it had been "feeling a little out of date," and after much consideration the Cadet Command command group determined "A Bar of Gold" had more than met its mission and agreed to commission a new official Cadet Command song. "A Bar of Gold" did promise to remain on duty until its successor has been selected.

Cadet Command invites all interested composers, musicians and songwriters – professional or amateur – to submit lyrics or a poem for consideration as a new official command song. Music will be added once lyrics are selected.

The lyrics should stress Cadet Command's/

Army ROTC's role in preparing future leaders, rather than concentrating on the contributions in the nation's wars. They should incorporate the Army Values and the primary functions of the command: leadership development, scholarship and academic excellence, professionalism of the Army officer corps. The new command song should stress that the leaders produced through Army ROTC are professionals who are ethically, mentally and physically fit.

Please submit entries by Nov. 1 to: Public Affairs Officer, HQ, U.S. Army Cadet Command, 248 1st Cavalry Regiment Road, Building 1001, Room 104, Fort Knox, KY 40121.

They also can be e-mailed to [matthew.hackathorn@usacc.army.mil](mailto:matthew.hackathorn@usacc.army.mil). The winner will receive a special award from the command.

For additional information, and to see the lyrics and hear music of the chorus to, "A Bar of Gold on Army Green," visit the U.S. Army Cadet Command website at [www.rotc.usaac.army.mil](http://www.rotc.usaac.army.mil).

---

## 2012 top NCO vies for TRADOC title

Cadet Command's 2012 NCO of the Year came up short in his run for the same honor at the Training and Doctrine Command level, but he was proud of his showing.

Sgt. 1st Class Heriberto Reyes, a military science instructor at Augusta State University, was among 16 Soldiers from across the country competing July 30 to Aug. 3 in the TRADOC competition at Fort Eustis, Va. The event was won by Staff Sgt. Brendan Shannon, of Fort Benning, Ga.

Reyes said the competition was physically demanding, with the first day going more than 18 hours with a PT test, written exam,

battle drills and night land navigation.

With little time to rest, participants set out on a 5k road march. That was followed by a rigorous day of weapon zeroing, walking miles to tasks covering radio procedures and reacting to nuclear, biological and chemical hazards, then qualifying at the range.

"By the time you fire, you were still trying to catch your breath," Reyes said.

Participants were not told the complete overall order of finish. But Reyes said he felt he was competitive, considering the lone person finishing ahead of him in most events was Shannon.

"He was always a step ahead of me," Reyes said. "It was pretty close. I thought there was a chance to win."

He valued the opportunity to compete.

"It showed me I'm in the top of my job, and I'm actually good," Reyes said. "Competition brings out the best of people."



Reyes



---

## Around the command

---

*News, notes and updates from across Cadet Command*

---

# Quick-thinking Tennessee JROTC Cadets save drowning man

CHATTANOOGA, Tenn. – JROTC Cadets from Soddy Daisy High School are being hailed as heroes after being credited with saving the life of a drowning man.

The group of teens were at Chester Frost Park in late July conducting a workout on the banks of Chickamauga Lake when they heard calls for help.

“His family kept screaming, ‘Help him! Help him! He’s drowning. He’s underwater!’ And they kept pointing at where he was,” said Bradley Weaver, a 15-year-old Soddy Daisy junior.

When the boys heard the call for help, they ran to the water. Several of them, including Weaver, dove in to search. After about three minutes, Weaver finally found the man.

“I freaked out,” Weaver said afterward. “I didn’t know what was happening. I didn’t know if he was alive, if he was dead, if he was unconscious or what. My first reaction was to get him up and as soon as I got him up, I just started screaming for help.”

“It took a long time to get him out of the water. And as soon as we did, the feeling that came through my mind was just pure relief. I almost witnessed a man die,” said Destin Cash, a senior at Soddy Daisy.

Cash, 17, was prepared to do CPR on the man, something he’d learned in JROTC training. Fortunately, the man, though unconscious, was still breathing and emergency responders arrived quickly.

“We’re always glad to have the help, and they did the right thing,” said Jack Brellenthin, assistant chief of the Dallas Bay Volunteer Fire Department. “They got him out of the water and up here where we could work on him and begin the initial treatment, which is exactly what we need.”

The man, whose identity was not known, was treated at a local hospital.

Brellenthin said the boys’ actions were brave and heroic – words the Cadets dismissed.

“It’s all because of them, my friends, who are just all here,” Weaver said. “If one person hadn’t been here, the worst could have happened.”

---

## Looking for a helping hand

Retired Col. Scott McChrystal spoke Sept. 30 at the annual Cadet Command-sponsored Spiritual Fitness Breakfast at Fort Knox, Ky. He encouraged the nearly 100 people in attendance to ask God for help whenever they might need it. “When we connect with Him and put faith in Him, he’s not going to say, ‘I can’t get there. I can’t help,’” McChrystal said. “He’s going to say, ‘I can take care of any need you have. Just ask me.’” Photo by Steve Arel



---

## Western Kentucky grads establish scholarship as part of wedding plan

When Brittany Rexing and Timothy Kloth began making plans for their May 26 wedding, they decided to use their special day to establish a scholarship that would benefit other Western Kentucky University ROTC Cadets.

The two seniors in the Hilltopper Battalion, who graduated this spring, benefited from scholarships during their four years at WKU.

“It’s always been nice to have those scholarships,” Rexing said. “Money can be an issue for some Cadets in the program. So as we tossed around wedding ideas, instead of having favors on our tables, we decided to start a scholarship.”

Rexing and Kloth used the money they would have spent on wedding reception gifts for their guests to set up the \$500 scholarship

that will be presented each spring to an ROTC Cadet.

Their ideal recipient would be a Cadet who possesses the personal qualities of character, integrity, dependability, industriousness and human compassion.

The first scholarship was presented May 3 to Micah Farmer, a sophomore majoring in history from Upton, Ky.

The couple, who met during their first year in the ROTC program, were commissioned as second lieutenants in the U.S. Army during WKU’s Commencement Weekend May 11-12, then prepared for their wedding in Nashville.

They chose Nashville because it’s between Rexing’s family in Huntsville, Ala., and Kloth’s

family in Delton, Mich.

“This is one of the biggest times in our life,” Rexing said.

Their honeymoon will have to wait, however, because both shipped out May 27 to separate locations. Kloth traveled to Arizona, while Rexing headed first to Washington, then to South Carolina. The couple will be reunited this fall at Fort Carson, Colo.

As they begin their Army careers, Rexing and Kloth plan to financially support the scholarship fund and hope to build an endowment.

“We wanted to do something for our wedding that would have more benefit and be something to support,” Kloth said.

# Former junior Cadet credits program in helping land lucrative scholarship to MIT

## Manion to spend summers helping improve Soldier safety

By Jacob Bennett  
*U.S. Army Cadet Command*

When Dacie Manion started her freshman year at Old Town High School in Old Town, Maine, she was a superb scholar and athlete who nevertheless was quiet and introverted.

Then she joined JROTC.

Watching Manion transform into a confident leader comfortable in leading her Cadets and peers was rewarding to retired Lt. Col. Amedeo Lauria, the former senior Army instructor at Old Town High. The JROTC program offered Manion the chance to develop these skills that she might not have received in other classes.

"She was like a caterpillar turning into a butterfly," Lauria said. "I like to think JROTC ... offered that finishing piece."

Manion, 18, the OTHS class of 2011 valedictorian, this summer earned a Department of Defense scholarship that pays for her tuition at Massachusetts Institute of Technology, gives her a \$25,000 annual cash stipend in college and requires her to work three years at the U.S. Army Tank Automotive Research, Development and Engineering Center (TARDEC) in Michigan. Manion declined an ROTC scholarship, but credits JROTC for teaching her the confidence to sell herself to MIT and DOD.

Manion was drawn to activities like Raider Challenge, which includes tests of physical fitness, land navigation and rope bridge building, but it was the leadership components that helped her blossom.

She eventually served as battalion commander — with the Cadet rank of lieutenant colonel — and trained and mentored more than 80 Cadet peers.

"I loved it," Manion said. "It was really hard, and I loved being taken out of my comfort zone."

"I almost didn't apply to MIT. That confidence gain pushed me to take that risk, to

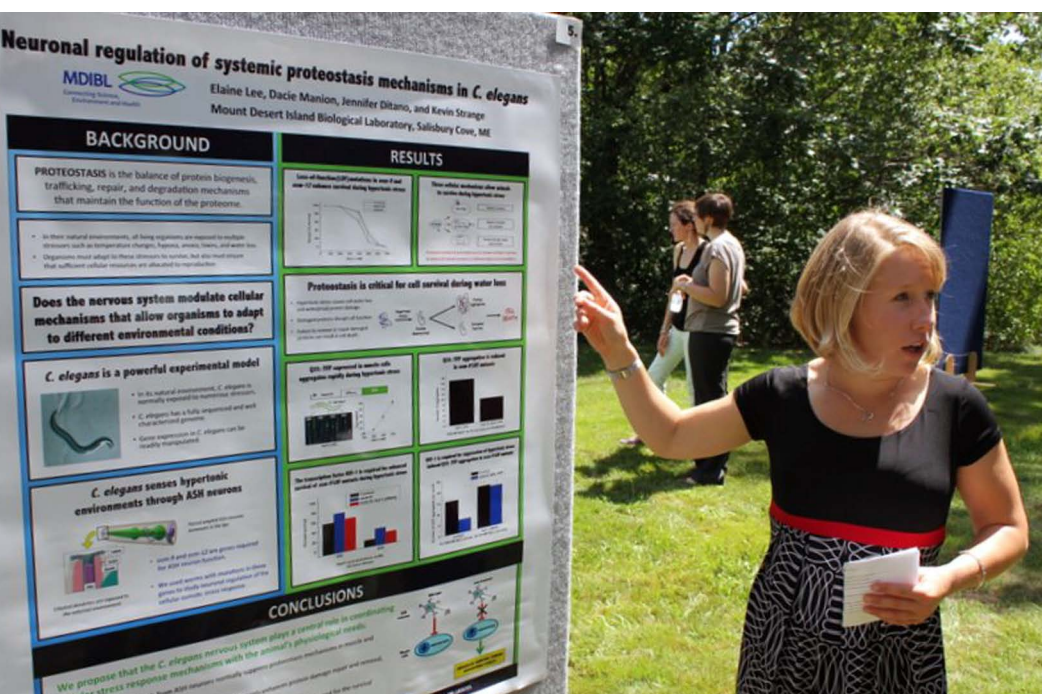
throw that application out there and see what happens."

She is pursuing a bachelor of science degree in engineering from the MIT Mechanical Engineering Department, with a focus in biomedical engineering and a minor in Mandarin Chinese.

Since the end of her junior year of high school, she has worked summers at the Mount Desert Island Biological Laboratory in Bar Harbor, Maine, first helping restore eelgrass to Frenchman Bay, among other projects. The last two summers, she studied a species of roundworm's natural coping methods to high salt stress, research that could help understand the pathology behind human conditions such as diabetes, kidney diseases and metabolic diseases.

She'll intern the next two summers at TARDEC, where she will help with models and simulations of crashes to determine what happens to military vehicles and the Soldiers inside them, in hopes of improving occupant survivability.

"It seemed very meaningful," Manion said. "I'll be able to see the outcomes immediately."



Dacie Manion makes a presentation in July about neuronal regulation of systemic proteostasis mechanisms in *C. elegans* during her summer research internship at the Mount Desert Island Biological Laboratory in Bar Harbor, Maine. Submitted photo





Commissionees of Norfolk State University pose in front of an American flag. (Below, left to right) An Iowa State University color guard posts for the Silver Dollar Salute for 2nd Lt. Trent Fredrickson at the 2012 Cyclone Battalion commissioning ceremony. Second Lt. Joel Magnusson, of Carson-Newman College in Tennessee, has his rank pinned on by his parents, Lori and Andy Magnusson. Second Lt. Jessica Webb, of the University of Arkansas-Pine Bluff, is pinned by her grandfather and World War II veteran, Extra Webb. Webb also rendered 2nd Lt. Webb her first salute. *Submitted photos*

## CROWNING *achievement*

Some of the images from spring  
commissionings around the country.



For additional images, go to the online photo gallery at <http://smu.gs/OVtx8j>.



Maj. Gen. Jefforey Smith spent much of his first five months as the head of Cadet Command observing how the organization functions and looking for opportunities for improvement. He has devised a new strategy.

# Plan of Action

*A*rguing with success can be difficult. But achieving almost any degree of success still leaves room for improvement. Cadet Command is no different.

Having surpassed mission goals this past year, the command responsible for producing about 70 percent of the Army's officer corps remains projected to eclipse those marks again for at least the foreseeable future.

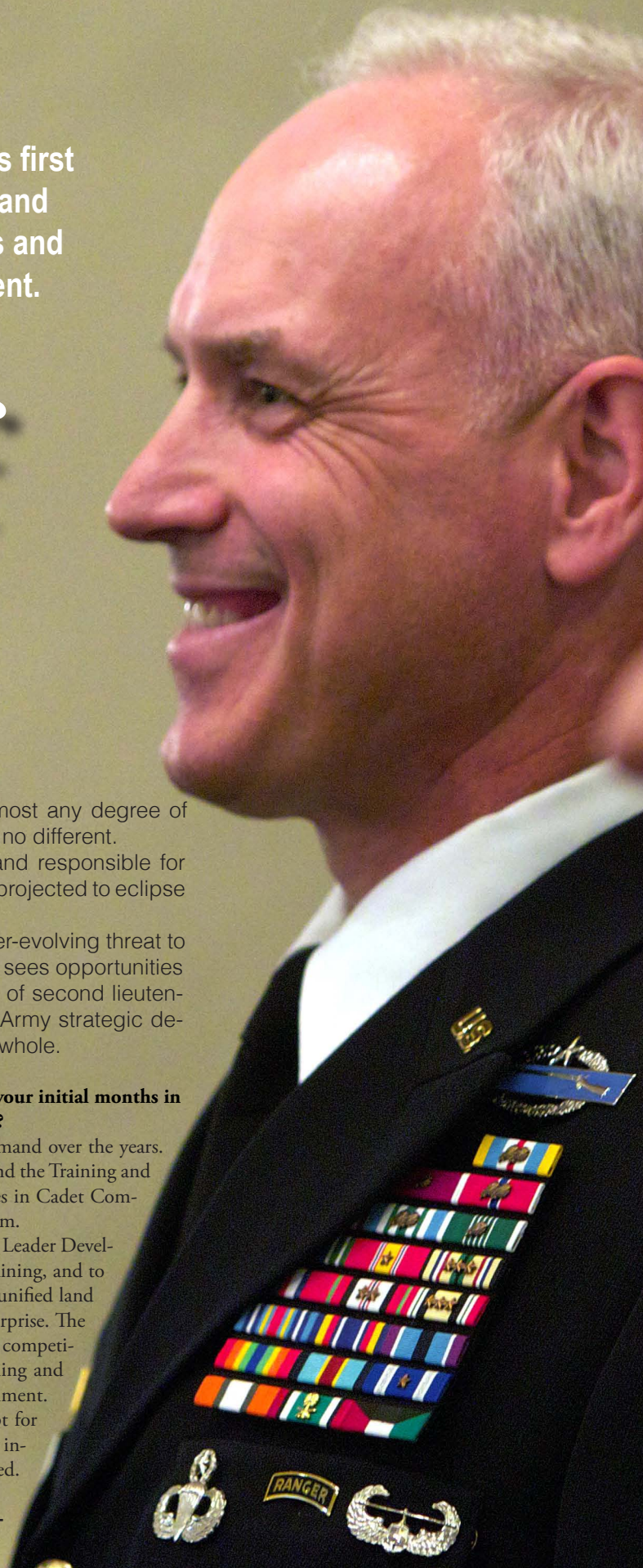
That's good news to Maj. Gen. Jefforey Smith. But with an ever-evolving threat to national security, the commanding general of Cadet Command sees opportunities to position the organization in ways that build upon the quality of second lieutenants graduating ROTC programs, better align curriculum with Army strategic development plans and further strengthen Cadet Command as a whole.

**You have talked with a lot of Cadets, cadre and staff members during your initial months in command. What is your sense of the product the command is producing?**

There has been a tremendous amount of good work done in Cadet Command over the years. But as I look forward and look at the vision of the chief of staff of the Army and the Training and Doctrine Command commander, we're going to have to make some changes in Cadet Command. We are conducting a holistic review of our leader development program.

In November 2009, later revised in 2011, TRADOC introduced the Army Leader Development Strategy (ALDS) to provide strategic guidance for education and training, and to provide experiences to create conditions for developing leaders to prevail in unified land operations in a 21st century security environment and to lead the Army enterprise. The future operational environment is likely to be highly dynamic, complex and competitive, with hybrid challenges. Thus, Cadet Command must ensure our training and education in ROTC develop Cadets to lead in the future operational environment.

On Jan. 20, 2011, TRADOC approved the U.S. Army Learning Concept for 2015 (ALC 2015). At its heart are the design, delivery and management of instruction that is relevant, rigorous and accessible to learners at the point of need.







To achieve this, Cadet Command must transform its teaching practices and use the latest and proven methods of learning science. Though Cadet Command has achieved its mission of commissioning officers to meet Army requirements, the new advances in learning science give way to the potential for increased levels of knowledge, skills and abilities of our Cadets at the point of commissioning.

The Army requires critical-thinking and problem-solving skills, officers who can be agile and adaptive leaders with initiative and ability to assess and analyze information. Looking at that as the objective in the pre-commissioning phase of an officer's development, we're going to have to move our education development program in a different direction.

That doesn't mean anything that has been done in the past is wrong. It certainly has not been. This organization has produced great leaders and great officers and continues to do that.

We have to have Cadets, before they are commissioned, who can demonstrate leadership skills to solve problems in a changing and uncertain environment. As we've learned through the last 10 or 11 years of war, it requires somebody who knows how to think, not what to think, particularly at the junior officer level.

**In what ways do you see the program shifting to produce lieutenants who can best lead in an ever-changing tactical environment?**

That uncertain environment is going to require officers who can operate effectively in ambiguous and unpredictable conditions. What we've got to do through our program is create an environment for learning and development that actually gets Cadets, by the time they commission, the ability to thrive in that environment and deliver results.

Cadet Command has a tremendous opportunity to lead the Army in leader development, and we have to make that opportunity a reality.

Outcomes-based training and education is a model we're going to shift to. We're working in some scale to that already, but we're going to work hard with that over the next year in the schools with some of our joint training exercises.

We also will try to transform some of the ways we do LDAC next summer, to get it in sync with outcomes-based education in an uncertain environment.

If you look at the Army's leader development strategy, one of the imperatives in there is to create training environments that are complex, hybrid in nature and

then use outcomes-based training methods to educate Soldiers – in our case, Cadets. We've got to link training, education and self-development of Cadets by providing them the tools for continuous learning in the pursuit of mastery of the skills they've got to learn over the two-, three- or four-year program we have them in before they commission.

We're going to have Cadets learning to focus to be masters of their profession. My observations are we're probably doing too much assessment at LDAC, and we need to get more into the development side of it.

That doesn't mean assessments aren't critically important. They are critically important to making sure we can validate the learning skills and the outcomes we're looking for.

I also want to create an environment where Cadets can make mistakes, where they can learn from mistakes without it affecting the Order of Merit list. To do that we've got to change our culture just a little bit so it provides an environment for them to develop.

**There's an important evolutionary process going on in Cadet Command to meet the demands of the time and focus of the chief of staff moving toward developing the future force. Do you see any changes in the mission in recruiting for Cadet Command with the downsizing of the Army, the end of the war in Iraq and downsizing in Afghanistan?**

We're expecting a mission of 5,350 officers next year, which is what we have this year. We've overproduced this year and will next year, I believe.

Based on what I'm seeing and the direction of the downsizing and potential restructuring of some of our combat formations, there is still going to be a high demand for junior officers, even if there is some reduction in brigade combat teams. There will be additional units formed inside those brigade structures, which will require lieutenants.

**Instructors at the campuses obviously play a pivotal role in all of this. How will their current teaching approaches fit into this methodology shift?**

In enabling transformation, we're developing a mechanism where we can create true knowledge management and capabilities and arm the cadre with some of the new methods. One of the changes I've already made with our professors of military science in our pre-command course

**SMITH, continued on page 19**



# .....AN AMAZING..... **R U N**

**Wisc. professor, wife win popular TV show, \$1 million prize**





**By Monica Spees**

*U.S. Army Cadet Command*

Maj. David Brown and his wife, Rachel, put their relationship to the test last fall. Rather than sitting through marriage seminars, the Browns tried a different, more physically and emotionally rigorous approach.

They competed in CBS' international adventure reality show "The Amazing Race."

The Browns, of Monona, Wisc., didn't just win the competition -- and the \$1 million prize -- they did so in amazing fashion, winning more legs of the race in a single season than any competitors had before in the show's 19-season run.

"Rachel and I have been epic fans of the show for quite some time," David said, citing that watching "The Amazing Race" was a Sunday date night for the couple.

Rachel found the show's online applications in February 2011, while David, an assistant professor of military science at the University of Madison-Wisconsin, was deployed in Iraq. At the time, they had been married for two years, but between deployment and Rachel's work as a project manager at Epic, a software company, they had been apart for a year and a half.

When David was on leave in Sydney, Australia, Rachel met him so they could finish the extensive application process, which between 80,000 and 100,000 people fill out each season.

CBS then asked them to submit a three-minute video. With David still deployed, the Browns had to film separately, Rachel in Wisconsin and David in Iraq. The couple said the separate filming made them appear more interesting to CBS.

Last August, CBS notified the Browns that they were going to be contestants and they had to fly to Los Angeles around Thanksgiving for the start of the race. They needed to allow a month of time off work for the entire show.

"I feel that my entire 16-year military career has prepared me for 'The Amazing Race,'" David said.

To train for the show, David said he and Rachel watched old episodes and strategized how to exploit their strengths. David went for runs around the neighborhood with a 50-pound rucksack on his back to get used to how the pack would feel when rushing from place to place on the show. Rachel, who is not a runner anyway, said practicing with the pack was "out of the question" for her.

Before filming began, David said he felt confident in his and Rachel's combined abilities.

"We were under the impression that we were our greatest competition," David said. "I never approach anything assuming I won't be successful."

Because they had been apart for most of their marriage, Rachel said it sometimes magnified the stress-inducing situations they encountered during the race.

"We learned a lot about each other and played catch-up," Rachel said. "We learned that we both think we're always right."

David said their marriage was "in a challenging place" at the time of the race, but that's typical of deployment situations. He said remaining detached from the emotional stress that came with the tasks they had to accomplish was the hardest part because of the strain it could put on their relationship.

Lynne Spellman, head of casting for "The Amazing Race," said the Browns' situation was understandable.

"Their story seemed very relatable to what many other military families may be going through," Spellman said in an e-mail. "Dave was deployed throughout most of their marriage and had just returned home. Both were looking to re-connect with one another, and the race gave them this opportunity."

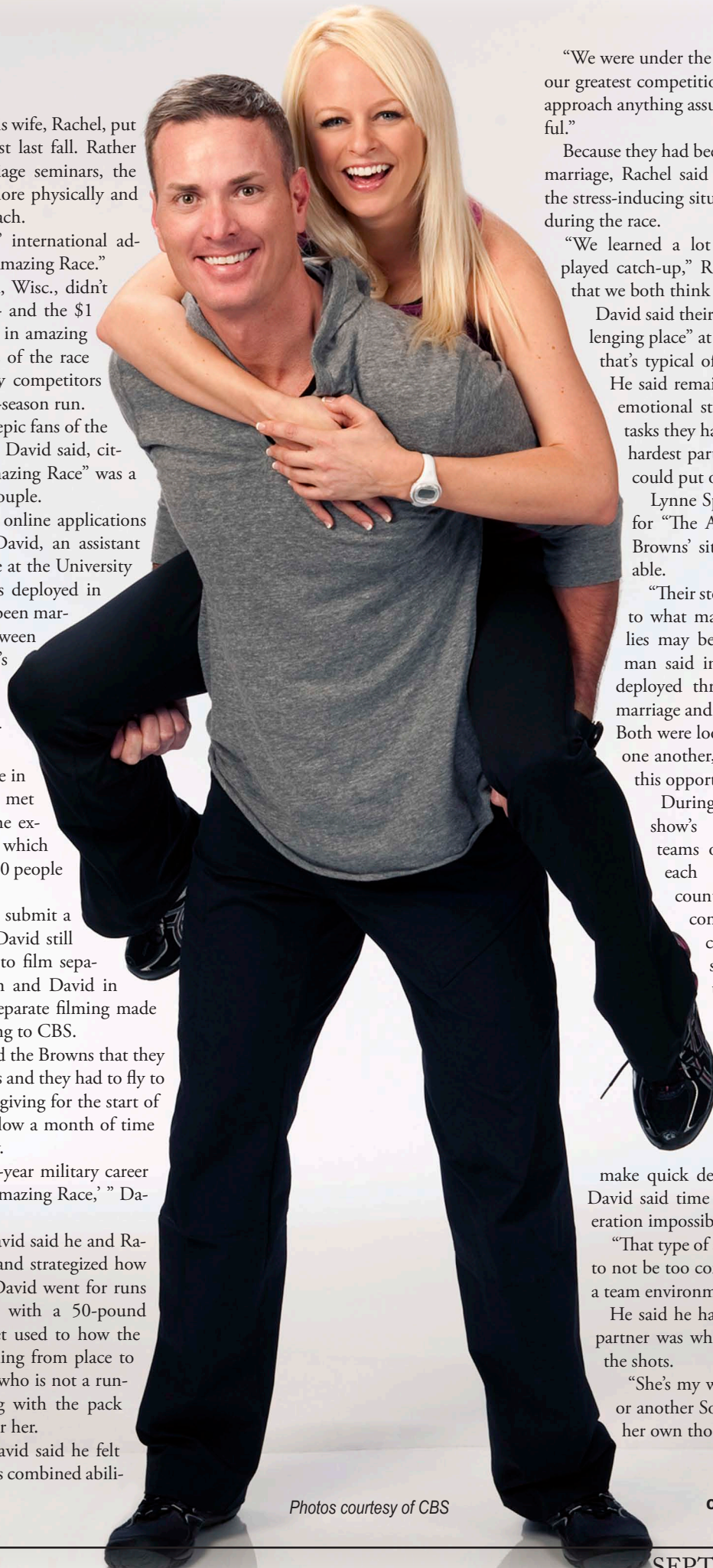
During the popular television show's 12-episode season, 11 teams of two compete against each other, traveling from country to country and completing various physical tasks scavenger hunt-style. At each stop, contestants find clues that lead them to their next destination and task. Contestants' speed and physical prowess are often helpful in succeeding.

When it came time to make quick decisions during the race, David said time constraints made deliberation impossible sometimes.

"That type of approach also lends itself to not be too conducive to a marriage or a team environment," David said.

He said he had to remember who his partner was when he wanted to call all the shots.

"She's my wife, not my subordinate or another Soldier," he said. "She had her own thoughts in mind."



*Photos courtesy of CBS*

**AMAZING RACE**  
continued on page 20





Cadets jumped with Spanish soldiers while on their CULP mission to the country and had the chance to earn foreign jump wings. Photo by Rachael Tolliver

## Record number of Cadets participate in growing cultural development effort

Story by  
**Rachael Tolliver**  
U.S. Army Cadet Command

For Cadets who took advantage of the Cultural Understanding Language Proficiency program, it was “wheels up” as they left for more than 40 different countries this summer.

Cadets started at Fort Knox, Ky., for in-processing to active-duty status, receiving several briefings, meeting the rest of their teams and planning their overseas missions. Their missions took them to places like the Ukraine, Costa Rica, Croatia and Vietnam.

CULP allows Cadets to travel to foreign countries on humanitarian, English teaching or military-to-military missions. In this way, Cadets can learn about other cultures, and they can better understand different value systems and the different ways other people do things.

This year’s program is significantly larger than last year. Ray Causey, chief of Cadet Command’s culture and language division, said next year promises to be even larger because the program has such value to Cadets, and countries around the world have seen the benefits of it to their people.

Cadets who went to Spain this spring found themselves making a bit of history. They were the first Cadets to work with the Spanish army, the first to teach English to Spanish soldiers

and the first ever to jump with a foreign military and earn foreign jump wings.

More than 40 ROTC Cadets from colleges across the U.S. traveled to Spain as part of CULP. A group of 20 assigned to La Brigada Paracaidista, near Madrid, taught English to Spanish soldiers.

For soldiers in non-English speaking countries, understanding basic words from allies they work with can be the difference between life and death. To help facilitate better communication for Spanish soldiers, Cadets spent several weeks helping teach conversational English.

Their instructor, Glynis Terrell, said having the Cadets help teach English to soldiers was a great teaching tool because they could relate to each other.

Terrell, an English teacher with experience in all levels of education, is contracted through North Georgia College and University to be the director of instruction for the intensive English class work. She said she paired the Cadets with her “new students” by having the soldiers take a test before she got to Spain. Then she used that information to pair them with Cadets based on the level of Spanish they spoke.

Because of the pairings, she said she felt it offered the Cadets and the Spanish soldiers better opportunities to bond. The Cadets were happy with that arrangement as well.

“It works out well that (Alvaro Palacios) is a lieutenant, and I will be one very soon,” said Cadet Brian Barabas, who attends Penn State. “I would ask him what he recommends as a platoon leader for a new lieutenant, and he told me some things.

“We got along so well that we exchanged e-mail addresses and Facebook links, and I will be in touch for a long time to come.”

Cadets spent time with “their soldiers” doing morning PT, eating lunch and, on several evenings, the soldiers would take the Cadets to local towns to see the makeup of the community and eat local food.

The highlight for this group of Cadets was being able to jump with the Spanish airborne and earn their foreign jump wings. Foreign jump wings are a prized possession. But when you are an Army ROTC Cadet, to wear foreign jump wings before you are even commissioned is rare.

Cadet Travis Alexander, who attends Georgia Southern University, said he enjoyed the CULP



## Messages from abroad

A collection of notes Cadets wrote about their overseas CULP trips this summer.

I am proud to work for an army that cares about the welfare of, not only our own people, but the people of other countries.

Cadet RuthAnne Owens  
University of Central Missouri  
Costa Rica mission

Having an open mind and educating ourselves is allowing us to gain so much more out of this trip than we would have otherwise, making it as rewarding as it already has been.

Cadet Delaney O'Hara  
Montana State University  
Tanzania mission

When I found out I got selected for this trip, nothing could have brought me down for the rest of the year. I really wanted to experience another culture.

Cadet Travis Alexander  
Georgia Southern University  
Spain mission

Not everything we do is geared toward who we fight ... we need to be able to interact with cultures we may have little to no experience with.

Cadet Garrett Salters  
University of Michigan  
Thailand mission

There was no better feeling than putting my knowledge and skills to the test and seeing it bridge cultural and language barriers while promoting mutual understanding and building long-lasting relationships.

Cadet Travis Mable  
Dickinson College  
Tunisia mission

It was great to see people from two different parts of the world interacting and teaching each other about their army and their different training styles.

Cadet Brendan Grace  
Michigan State University  
Moldova mission



program and his time working with, and learning from, the Spanish soldiers.

"When I found out about this trip, I jumped on it as soon as I could," he said. "When I found out I got selected for this trip, nothing could have brought me down for the rest of the year. One of the reasons I wanted (to do this) was because I had never been to Spain, and I really wanted to experience another culture. Also, the chance to earn foreign jump wings, get a couple of jumps, was something I really wanted to do."

The fact that they were part of an inaugural mission, and were the first-ever Cadets to jump with a foreign military, did not escape notice of the Cadets.

Cadet Tiara Brown, who attends St. Bonaventure University, said the entire mission was a great opportunity.

"Knowing you have this experience, you have to take something back with you," she said. "You can't just say, 'I got my wings.' You have to share something, so I will be pretty glad to share everything I have learned and seen while I was there."

The second group, from the more than 40 Cadets, spent three weeks training at the Spanish Mountain School in Jaca Spain, at the base of the Pyrenees Mountains. They trained alongside Spanish Mountain soldiers and their light infantry in a military-to-military training mission.

Lt. Col. Jerzy Zubr, the U.S. TRADOC liaison officer for the Spanish army TRADOC counterpart, said the idea for this opportunity came around about two years ago and started with a CULP trip to Portugal with more than 20 Cadets.

"We heard about CULP through TRADOC channels, and we decided to get the Cadets over to Europe," he said. "We decided that since it went so well in Portugal that we would bring them to Spain."

He added the Spanish army has been everywhere for engagement purposes, they are strong and reliable and are good friends of the United States. The trip was a good opportunity to work with the Spanish army and include them in the educational outlet afforded Cadets.

Since the base was in the village of Jaca, Ca-

dets

ate evening

meals in the town. Several meals were spent as a group test-tasting various local dishes. Maj. Matt Bachman, the cadre leader for the mission, said he wanted all the Cadets to try as many different foods as possible.

"If you can't sit down with someone over a meal of whatever it is they eat in the country you are in, how are they going to trust you to work with them on complicated and difficult issues?" he said. "Food is basic, and meals are where you get to know people."

Cadets who traveled to Tanzania had a similar mission — to teach English. But their cultural experiences were totally different.

While Cadets in Spain stayed in Spanish barracks or billeting, Cadets in Tanzania stayed in a hotel and traveled to class every day in vehicles driven by local, vetted drivers. There were three schools, located on military installations, situated so they could instruct the children of

**CULP, continued on page 19**



# *Lasting Legacy*

After six years,  
longest-serving command sergeant major  
in Cadet Command's history  
looks for new calling

By Steve Arel  
U.S. Army Cadet Command

**C**ommand Sgt. Maj. Hershel Turner can't count the young people to whom he has preached over the years the value of education and of seizing opportunity. He can't tell you how many times he took to his pulpit – be it in a classroom, in an arena or in the field – to reach out to impressionable youth.

But he can tell you he made connections. Lots of connections.

Just consider the scores of e-mails and phone calls he routinely gets from ROTC Cadets – and even former students – seeking advice or just an encouraging word.

"He's been a role model in what leadership is and in giving back to help other students," said 2nd Lt. Tunde Adepegba, who met Turner just after completing his sophomore year of high school and today considers him a friend and mentor. "That's been a source of inspiration."







As Turner, the longest-serving senior enlisted leader in U.S. Army Cadet Command's 26-year history, retires from the only profession he has ever known, he's unsure what the future holds. But he knows this: He wants to continue to develop young people.

Somewhere. Somehow. Someway.

After all, helping mold America's future leaders is what Turner has done best the last six and a half years. He's traveled the world – from Germany to Puerto Rico, from Hawaii to Guam – trying to push students to be standouts for all the right reasons.

"You have to love what you do and have passion for what you do," Turner said. "Through the love and passion for this job and being able to take care of our future leaders, it kept me motivated each and every day."

Turner ends his military career where it began, with ROTC. He was a 15-year-old sophomore when he joined the Junior ROTC program at Lawton High School in Lawton, Okla.

Turner was nothing like the outgoing, personable individual he is today. Back then, he hid in the shadows, sat in the back of the class, frowned at getting up in front of people and spoke little.

He also didn't do the right things, he admits.

When graduation loomed, Turner pondered life after high school. One day, his mother offered him some advice to help choose a career path: He had to be responsible. He had to be accountable for his actions. He couldn't stay in her house.

Turner went to a recruiter's office the next day and enlisted.

"My mother told me that in life, you can never do anything by yourself," he said. "I always remembered to pray, and I always keep God in my heart. Those two things are what kept me going during the whole time I was in the military. You can never do anything by yourself, so from Day One, I knew I had to be a team player."

Turner followed that approach throughout his tenure with Cadet Command, particularly when it came to young people who often are bombarded with negative influences that can easily lead them the wrong way in life.

Adepegba was so energized by Turner's affinity for students when he saw him at the Junior ROTC leadership symposium that he asked his Cadet battalion commander if he could invite Turner to speak at their military ball, which Turner did. Their e-mail exchanges blossomed into a relationship in which the two have spoken regularly over the years, sometimes just to catch up.

When Adepegba was torn between attending West Point and joining Senior ROTC after high school, he turned to Turner. The sergeant major didn't steer him one way or the other, but rather went through the pros and cons of each and had Adepegba make his own decision.

Adepegba ended up commissioning from the ROTC program at Niagara University. He recently completed an internship at the Pentagon and is now on an educational delay while he attends law school at Roger Williams University in Rhode Island.

"When I first met him, I was scared," he said. "As soon as you talk to him, he opens up. If the rank was covered up, you'd never know he was a sergeant major. He just wants to have a discussion and help people. Not everyone has the passion and willingness to help young people. Sgt. Maj. Turner aspires to do that."

That love for young people is what has made Turner a mainstay at numerous JROTC events. He regularly attended rifle and drill meets across the country, spending hours taking in the action and patting students on the back.

Samantha Ste.Claire and Justin Gates, who own the company that runs the all-services national drill team championships and the Army national meet, said Turner was so involved in part because he sees the sport as a tool to keep students engaged. Calling him "a kid in a candy shop" when he is around Cadets, they describe Turner's passion as infectious.

"Kids are way smarter than we give them credit for," Gates said. "They know he genuinely wants to be there and cares about them and their lives. It's always great when he's around. You see people gravitate toward him."

Turner expected to be with Cadet Command only a few years when he joined the organization in 2006. A field artilleryman, he figured he would serve three years then hopefully become the command sergeant major for Fort Sill, the Home of Field Artillery.

Good fortune – and commanding generals with whom he forged solid relationships – kept him in place. Maj. Gen. Jefforey Smith is the fourth commander Turner has served

**TURNER, continued on page 20**





Members of Alpha Company serve as the color guard during their company's graduation from the Leader's Training Course this summer at Fort Knox, Ky. Nearly 750 students from across the country graduated the course in 2012. Photo by Rae Emary

# DIFFERENCE-MAKERS

## LDAC, LTC Cadets leave training better prepared personally, professionally

**By Aaron Hagstrom and Noelle Wiehe**  
*U.S. Army Cadet Command*

As Cadets look back on their time at Cadet Command's premier summer training programs, they are proud of their accomplishments as team members and as leaders of fellow Cadets.

All told, close to 7,000 students graduated this summer from the Leader Development and Assessment Course at Joint Base Lewis-McChord, Wash., and the Leader's Training Course at Fort Knox, Ky.

Logan McKenzie, a Cadet with LTC's Delta Company, said teamwork was a daily chore, especially when taking orders from peers.

"Once they get in charge, some people get power hungry," LTC Echo Company Cadet Wando Davis said.

Nonetheless, Cadets learned to practice

teamwork, even in minor things, like sharing washing machines and avoiding cliques.

Cadet Moses Shin, originally from South Korea, said avoiding conflict with other Cadets was one of the biggest challenges of LTC. He said this was especially difficult during waterborne operations when his Zodiac raft team came in last during the races on account of not paddling in unison.

"When everyone is trying to be a leader, it is kind of hard to take control," Shin said.

LDAC Cadet Eugene Breaux, from the University of Arkansas, found "being with a group of people like this, knowing that you're all going to be future leaders" was an invaluable experience throughout his time at the course.

At LDAC, regiments of roughly 450 Cadets arrived in pairs starting June 11. For some Cadets, like Brady James of Indiana University-Purdue University Indianapolis, bonds began

to form instantly.

"I got a huge opportunity to make some really good friends," James said. "We just laughed all the time – I mean, that's what you have to do when you're training 24/7."

Throughout LDAC, Cadets build confidence in many areas which will affect their lives in the military. They are building confidence in their own capabilities, in their squad's capabilities and in the capabilities of their equipment.

"I've grown here, and my confidence has grown," said Cadet Aabett Powell, of Michigan State University. "Everything has developed here at LDAC, and I'm definitely going to take that with me and continue to develop as a second lieutenant."

Coming to LTC from the innocuous atmosphere of a college campus was quite a challenge for Delta Cadet Joseph Hernandez. College life



# In-depth with summer training

The Leader Development and Assessment Course at Joint Base Lewis-McChord, Wash., and the Leader's Training Course at Fort Knox, Ky., are Cadet Command's premier summer training programs. An array of stories, photos and videos are produced annually about the activities that take place and the people involved.

## LEADER DEVELOPMENT AND ASSESSMENT COURSE (LDAC)

**Primary site:** [warriorforge.wordpress.com](http://warriorforge.wordpress.com)

**Facebook:** [www.facebook.com/LDAC2012](http://www.facebook.com/LDAC2012)

**Twitter:** [www.twitter.com/warriorforge](http://www.twitter.com/warriorforge)

**YouTube:** [www.youtube.com/user/wfpao](http://www.youtube.com/user/wfpao)

**Flickr:** [www.flickr.com/photos/warriorforge/](http://www.flickr.com/photos/warriorforge/)

## LEADER'S TRAINING COURSE (LTC)

**Primary site:** [www.leaderstrainingcourse.com](http://www.leaderstrainingcourse.com)

**Facebook:** [www.facebook.com/LeadersTrainingCourse2012](http://www.facebook.com/LeadersTrainingCourse2012)

**Twitter:** [www.twitter.com/leaderstraining](http://www.twitter.com/leaderstraining)

**YouTube:** [www.youtube.com/user/ltcpao](http://www.youtube.com/user/ltcpao)

**Pinterest:** [www.pinterest.com/leaderstraining](http://www.pinterest.com/leaderstraining)



(Background) LDAC 3rd Regiment Cadet Luis Gonzalez, of the University of Southern California, lands in the water during the water confidence course. Photo by Al Zdarsky. (Above, from left) An LTC Delta Company Cadet takes aim in the squad tactical exercise. Photo by Sammy Jo Hester. An LDAC Cadet works her way across a rope. Photo by Jesse Beals. An LDAC Cadet performs push-ups. Photo by Al Zdarsky. An LTC Echo Company Cadet tackles the high ropes course. Photo by Steve Arel

emphasized the individual, he said, while LTC emphasizes the team.

The 18-year-old Cadet said despite the intensity of the course, though, he dealt with the situations and learned a lot about himself.

"You can always give just a little bit more," he said.

Hernandez said his squad started to come together as a team after it was forced to do disciplinary push-ups because a fellow Cadet bought candy at the PX against direct orders.

Alpha Cadet Katherine Moritz was pleased with her performance as a leader. She received the Armed Forces Bank Performance Award, presented to a Cadet who is qualified to enter the ROTC advanced course.

"I learned to speak up and lead with confidence during rotations as a squad leader," Moritz said.

LTC Echo Company Cadet John Carlisle was part of two training cycles because of a shoulder injury suffered on the second day

of training while doing push-ups with Delta Company. But, he said, the camaraderie of his platoon kept his spirits up.

Cadet Lacey Sovern, of the Florida Institute of Technology, attributed her success at LDAC to her confidence. She found this to be her most fundamentally important factor in completing the course.

"Confidence is key here," Sovern said. "If you have confidence, then your fellow Cadets will have confidence in your leadership skills."



# Season of change



Col. Erik Peterson, Cadet Command's deputy commanding general, delivers remarks in August during his welcoming ceremony. Photo by Steve Arel

## Command welcomes new deputy commander

By Steve Arel

U.S. Army Cadet Command

Col. Peggy Combs knew from the outset – because the Army told her – her tenure with U.S. Army Cadet Command would be brief, maybe a year at best, before being promoted to brigadier general and heading to her next assignment. She eked out 13 months before the time for transition came Aug. 24.

Combs, Cadet Command's first female deputy commanding general, turned over her responsibilities as the organization's second-in-command to Col. Erik Peterson in a combination departure/welcoming ceremony at Cadet Park. He joins the command after serving as chief of staff for the 10th Mountain Division at Fort Drum, N.Y.

Peterson, a 1986 ROTC commissionee from the University of Idaho, welcomed the chance to return to the organization – and the post – where his career began. He is no stranger to Fort Knox, having graduated from Basic Camp, the predecessor to the Leader's Training Course, in 1984.

"It was that formative experience, with the professional example of the Basic Camp training cadre and the example of the leaders of my University of Idaho ROTC battalion, that enticed me to commit to something bigger than self and begin an Army career," Peterson said. "I look forward to continuing the journey with the Cadet Command team."

Peterson, an aviator, has served in a variety of roles during his career. Among them are platoon leader and company commander, adjutant and battalion S-3, battalion executive officer and special operations aviation observer controller. He was director of the Flight Concepts Division at Fort Eustis, Va.

Meanwhile, Combs this month became the commandant of the U.S. Army Chemical, Biological, Radiological and Nuclear School at Fort Leonard Wood, Mo. She was promoted to brigadier general just before the Sept. 7 change of command ceremony.

Though Combs' time with Cadet Command was brief, she made a significant difference, said Maj. Gen. Jefferey Smith, Cadet Command's commanding general. He hailed Combs, who was known for her passion and energetic demeanor, as a "great officer, a

## New brigade leaders

Half of the eight Cadet Command brigades assumed new leaders this summer. Four brigades — the 5th, 6th, 7th and 8th — have new commanders.

Col. James Dodson joins 5th Brigade after serving as the director for J2 operations in Iraq. He replaces Col. Bridget Rourke.

Dodson, who branched field artillery, is a graduate of the United States Military Academy at West Point. He also holds master's degrees in human resource management from Troy State University and in National Security and Strategic Studies from the National War College.

Fifth Brigade is headquartered at Fort Sam Houston, Texas.

Sixth Brigade, at Hunter Army Airfield, Ga., and covering ROTC programs in Georgia, Florida, Alabama, Mississippi and Louisiana, is now helmed by a former Cadet, Col. Brent Barnes.

"Coming back into Cadet Command makes it come full circle," he told Savannah's WTOG TV. "It is an opportunity for me to give back."

Barnes, who takes over for the retiring Col. Leo M. Impavido, most recently served as a professor in the National Security Affairs Department at the U.S. Naval War College. He holds a bachelor's degree in biology from Ball State University and advanced degrees from Ball State and the U.S. Naval War College. Previously, he was a company commander for 25th Infantry Division and U.S. Army South, squadron commander for 11th Armored Cavalry Regiment, deputy brigade commander for the 45th Sustainment Brigade.

Col. Leona Knight now commands 7th Brigade at Fort Knox, which is responsible for universities in Kentucky, Indiana, Michigan, Ohio and Tennessee. Knight, a former recruiting company commander, previously served as deputy operations and training officer in the 8th Theater Sustainment Command and as commander of the 524th Combat Sustainment Support Battalion in Hawaii. She is an ordnance officer who holds a bachelor's degree in chemistry from West Point.

Knight takes over for Col. Michael Chinn, who will serve as a senior adviser on intelligence training for the Afghan military.

At Joint Base Lewis-McChord, Wash., Col. John Kelly has assumed control of 8th Brigade from Col. Charles Evans. Kelly comes to Cadet Command from the Command and General Staff College at Fort Leavenworth, Kan., where he served as a seminar leader and as instructor with the tactical commander's program. He is a field artillery officer and a 1989 West Point graduate.

Kelly previously served as a professor of military science at Loyola College in Maryland. The 8th Brigade is responsible for ROTC programs in eight western states and the Pacific rim.



Dodson



Barnes



Knight



Kelly

DEPUTY, continued on page 20





Walker Lee, of Saint Thomas (Minn.) Academy, reacts after realizing an answer during the Army academic bowl final against Lowell (Calif.) High School at George Mason University. Photo by Steve Arel

# Competitive learning

## JROTC Cadets find different learning experience at leadership symposium, academic bowl

By Steve Arel

*U.S. Army Cadet Command*

Textbooks provide a limited perspective of history. Take World War II, for instance.

Most publishers devote only a few pages at most to the six-year conflict that largely established the United States as a super power. Students won't learn much in an abbreviated synopsis about the anxiety of teenage men leaving home for the first time to fight in a faraway land, the anguish of watching friends die in battle or the relief of returning home — alive — to the arms of a jubilant nation.

So Army Junior ROTC students taking part in late-June in the annual Cadet Command-sponsored Junior Leadership and Academic Bowl fanned out across the nation's capital to find those who could articulate history best: those who lived it.

They found veterans like William Kelly, whose Army unit advanced through France and into Germany en route to the Battle of the Bulge in 1944. Now 87 and residing in New Jersey, the former Soldier talked to students who interviewed him at the World War II Memorial about how the monument served as a reminder of the hardships of war.

Kaleb Parham, of Osborne (Ga.) High School, peppered Kelly with questions while Adriana Escobedo, of Westside (Texas) High School, ran a video camera. The students said they were moved by the discussion.

In interviewing Kelly, "it was nice to get a different perspective and understand what they went through," Parham said. "You learn more than with a textbook because here you can hear the emotion and know what they felt."

Eight groups of students — 160 in all — were tasked with supplementing their knowledge of American history through visits to national monuments and interviews with those who provide what textbooks cannot. Besides the World War II Memorial, Cadets' research included stops to Arlington National Cemetery and the Lincoln, Jefferson, Dr. Martin Luther King Jr., Vietnam and Korean War memorials.

With all the information gathered, each group had to put together online presentations that connected their research with the leadership tenets of famed Army Gens. George C. Marshall and Douglas MacArthur.

Through their work, Cadets not only learned about the sites they visited and the events and people they depict, but also about themselves. Collaborating with students from around the country and required to put together reports on their research by specified deadlines — and as part of a competition — Cadets were tested in leader development areas such as decision-making, time-management and teamwork.

JLAB combines a leadership symposium with

an academic quiz bowl. Forty Army programs took part in the symposium, and another 24 squared off against Navy and Air Force teams in a contest testing students' knowledge of SAT/ACT-type questions that prepare them for high school exit exams in their respective states, as well as college entrance tests.

Calumet (Mich.) High School took first in the leadership symposium. Ida S. Baker (Fla.) High School finished second, with Mustang (Okla.) High School taking third.

In the academic bowl, Saint Thomas (Minn.) Academy claimed the Army JROTC and tri-services championships held at George Mason University. Though the school won all 12 of its matches, the wins weren't without obstacles.

After nearly 45 minutes of questions covering everything from calculus to physics to current events, Saint Thomas managed a slim five-point lead entering the fourth quarter after picking up the rear and trailing the Air Force by as many as 80 points in the final match. Then came the final flurry of questions.

And Saint Thomas's charge.

The team gave correct answer after correct answer, building a cushion of 65 at one point. It closed out by racking up 285 points to the Air Force's 240. The Navy finished a distant third with 185 points.

Saint Thomas advanced to the tri-services face-off after a similar match against Lowell (Calif.) High School, a team it already had beaten handily earlier. The Army finale was set up by a series of round-robin contests, where each of the 24 Army programs from around the country competed nine times over two days. Teams with the best records advanced to the playoffs.

The paces of the matches forced students to think quickly and speed through problems to come up with answers. Saint Thomas had several teams keep pace through long stretches of its matches. The key for the Army and tri-service champions was not letting slim leads or wrong answers discourage them.

"If you don't know it, you don't know it," team member Logan Dufek said. "There are still other questions to answer."

As for the bulk of students taking part in the leadership symposium, many were in awe of the sites they had only previously read about.

The trip to Washington was the first for Eric Crowe, of Westside (Texas) High School. He said he hoped the experience would prove to be a difference-maker in helping him lead others. Dictating inscriptions chiseled into the marble from around the World War II Memorial into his phone, Crowe was moved by the visit.

"The best way to put it is this is a journey back in time," he said. "Reading in textbooks, you know it happened, but here you realize people suffered and died for freedom and to stop tyrants. It's a lot more concrete than reading about it."



# Army JROTC teams strong, but fall short in quest for national drill gold

By Steve Arel

U.S. Army Cadet Command

DAYTONA BEACH, Fla. — Having become a perennial national JROTC drill power, Francis Lewis High School Cadets became somewhat cocky. After all, the New York program had won four national titles in three years.

But at the Army national meet in March, they not only got surprised. They got humbled.

“It was a wake-up call for us,” said Francis Lewis’s Nicholas Kim, commander of the school’s armed drill team. “Nobody had ever been through such a tough competition.”

After finishing second to Douglas MacArthur (Texas) High School, Francis Lewis rebounded to take the runner-up trophy in masters level demilitarized arms at the National High School Drill Team Championships at the Ocean Center in May.

John Jay (Texas) High School, an Air Force program, kept the Patriot Guard from a third straight overall victory. Douglas MacArthur came in third.

Robert Isenhour, Cadet commander for the Blue Guard, said the national meet posed a level of competition unlike any event he had seen.

“We gave it our all, and that’s what counts,” he said.

Francis Lewis’s coach, retired Master Sgt. Lawrence Badia, said the Army championship wasn’t what his Cadets wanted. They wanted to win in Daytona.

In the weeks leading up to the meet, the team focused on its weaknesses through intense practices. Badia said he knew his team would be stronger this time on the drill floor.

“There was no doubt in my mind,” he said. “You want to peak in May. This is what we go for every year.”

Smith Cotton (Mo.) High School finished a distant second in the alternative arms division to Fern Creek (Ky.) High School, which has held the category’s top spot for more than a decade.

On the unarmed side, Army champion Douglas MacArthur finished



Members of Union (N.J.) High School’s demilitarized arms platoon exhibition team toss their rifles into the air as part of their routine during masters level competition at the national drill meet in Daytona Beach, Fla. Photo by Steve Arel

seventh. Two Air Force programs from Texas, Thomas C. Clark and Brandeis, finished first and second, respectively.

Close to 3,000 Cadets from Army, Navy, Air Force and Marine Corps programs competed, the majority of them in the masters division. The challenge level, for less-experienced schools, was held just prior to masters competition.

The national meet represents the pinnacle of the sport’s amateur side, generating excitement among participants, regardless of whether they win or lose.

Once exposed to the spotlight of the national event, it attracts many Cadets like a magnet. To them, being the focal point of a performance, with the drill area surrounded by dozen of spectators, is a feeling like no other.

Once they experience it, they want more. And more.

Just ask Julinkscia Walkins and Deborah Rivera, of North Miami Beach Senior High School.

“I get this adrenaline rush every time I get here” to the national meet, Rivera said.

The national meet is the culmination of months of practice. And in the case of Rivera and Walkins, both seniors, the finale to their drill careers.

“More than any part of the school year, this is the time of the year I look forward to,” Walkins said.

The North Miami Beach Senior High duo have been anchors on the school’s unarmed team. They helped the program

to a region title two years ago and a runner-up finish at the first Army nationals meet in March.

The final day of the masters level competition brought with it joy and sadness — joy in getting to showcase their skill, sadness in that the end was near. The seniors said what they’ll miss most is the people they have met and bonds they have formed with teammates.

“Even if we don’t win, we know that we put it all out there,” said Rivera, whose team finished third in the unarmed division.



## SMITH, continued from page 7

is requiring them to go through our instructor training course.

We oftentimes assume majors and lieutenant colonels, when they come into those positions, know how to teach. I think they're great trainers. I think they're great leaders. But being a teacher and an educator requires a little bit different set of skills.

I want to be sure each one of them has those skills because they're the ones out there evaluating their instructors and cadre as to whether or not they are able to deliver what we need them to. It has to be about increasing the learning outcomes for our Cadets.

Over the course of the next year, you'll see us working hard to improve the quality of our cadre preparation. It's not an indictment on the cadre – they're very qualified in what they do – but with the shift in learning science and the shift to outcomes-based training and education, we've got to pull back a little bit to make sure our professionals out there doing the teaching are qualified to deliver that learning science as we move forward.

**With retooling of the ROTC curriculum, will the command continue to push programs such as Cultural Understanding and Language Proficiency (CULP)?**

Yes. We sent nearly 1,400 Cadets to nearly 40 different countries this year alone. The Cultural Understanding and Language Proficiency

program is critical for leader development and is a key training program for Cadets who get that opportunity.

We have integrated cultural understanding language training in the schools throughout the year – we also have a key component of cultural understanding as familiarization at the Leader Development and Assessment Course – and we are well-funded right now to continue to select Cadets and send them overseas every summer.

It's a valuable program. Not only do Cadets make a difference in the countries they go to, they obviously get leader development and cultural familiarity and broadening experience through that process.

One of the unspoken achievements in all this, when you look at the theaters they go into, is that in many cases they're doing real-world missions in support of our combat commanders' cooperative engagement strategies.

Obviously, they're not going into harm's way, but they are going into areas where we have other forces operating.

Whether it's foreign internal defense or security assistance programs, I think we accomplish a couple of goals in that we give students experience and exposure to what operating in the military is like overseas – everything from pre-deployment training to medical and administrative screenings. They get a taste of what it takes to actually deploy overseas because we run them through the same kind of processes as you would a unit prior to deployment.

I talk to all the Cadets before they go and when they get back, because they all come through Fort Knox, and in many cases it's a crucible experience for them. I think it makes a huge difference, and we're going to continue to push for funding to expand this program.

**As the command looks at tweaking instructional approaches and methods of operation, will the scholar-athlete-leader model still define the types of students we want in the program?**

Absolutely. Scholar-athlete-leader – those are key characteristics we look for in students.

We just recently held our scholarship board for this coming year, and the quality of the students was unbelievable. The average GPA for scholarship-earners was 3.5. We had 71 percent of our winners with a 1200 or higher SAT, and 43 percent had 1300 or higher on the SAT.

On top of that, more than 50 percent of our earners were National Honor Society members.

The quality of student we're attracting is high. I think that will continue into the future. That's what the Army needs and what it will require, given the uncertain environment we're going to ask young officers to operate in.

Being successful will require a high level of intellectual skill and athletic ability, as we have seen in the wars we have been involved in, and what we'll see in the future as well.

## CULP, continued from page 11

Tanzania's military personnel.

The schools were about 30 minutes from the hotel, but with traffic travel time could take an hour or more, which was one of the Cadets' first cultural experiences.

Cadet Robert Woolpert summed up the opinion of the Cadets concerning traffic when he said, "Driving was insane. I wasn't up for driving on the left side of the road. ... Our driver told us there are traffic laws and rules, but they aren't enforced because (police) can't be on the roads because it is too expensive. So everyone drives crazy, and it is bumper to bumper."

Bicycles could be on the road with trucks and cars, motorcycles weaved in and out of traffic wherever they wanted, signals meant very little and intersections seemed to be a game of "crazy eights." But it all seemed to work.

While the Cadets were used to schools such as the ones they attended in the U.S., they quickly discovered schools in other parts of the world are conducted where you could find space and with what tools you have available.

At these schools, the buildings were of cinder block construction, tin roofs, open win-

dows with two-inch square wire panels covering them, doors that stood open and faced a center assembly courtyard, and only a few had working ceiling fans. Makeshift blackboards adorned the front and sometimes back of the classrooms. A light coat of paint on the wall and old metal-framed, wood-top desks crowded the center of each room.

Cadet Ashley Janovick, who attends Viterbo University, said teaching the students English wasn't as simple as it might seem because while they have a good grasp of vocabulary they don't speak it enough to know how to use it. And conversational English is different than learning vocabulary.

"They know the rules in the classroom and were shy and reserved about speaking out or volunteering to get up in front of the class," she said. "So when we would go outside to (concrete) tables under the trees, they were more open to sit and talk with us and asked us all sorts of questions. That type of environment was very good for their conversational English."

She also said the lack of technology was obvious, but thanks to a handheld device her group brought along, they were able to overcome some language barriers.

"The students don't have laptops, and while

the school has a computer lab, there aren't enough computers for the class to all use them," Janovick said. "We had a (tablet device) that we could pull up pictures of things to show the students. So when we would try to teach them how to, for example, order a meal in a restaurant, we would make the menu out on the chalkboard and then show them pictures of anything they couldn't relate to."

The Cadets also went on a safari to see wild animals and see how the locals live, visited a Maasai village and market and toured the Zanzibar spice market. In this way, the Cadets learned what it took to work and live in Tanzania, what the social norms, culture and sub-cultures are like and how they could adapt to different environments.

"Coming here as an American, you see that you aren't anything special or superior," Woolpert said. "And this has taught me in the future to learn the culture and make some friends before I get down to business. I saw that when you interact with everyone, you learn to respect the culture and if they want to talk for an hour before you get down to business, then that is what you do. As a soon-to-be officer, that is something I will remember."



alongside.

"I think I understood the commanders' vision and philosophy very well," Turner said. "When new commanders came in, they asked me to stay till they finished their tour."

Turner sees his tenure as something of a blessing, something that "was meant to be." He considers the highlight of his stint being able to salute his daughter, Brittany, after she commissioned this spring from Texas Christian University.

"People always say things happen for a reason," he said.

Turner's successor is Command Sgt. Maj. Roger Howard, who most recently was the command sergeant major for the XVIII Airborne Corps at Fort Bragg, N.C.

Turner doesn't officially retire until March. Until then, he'll be preparing for life after the military, going through out-processing, retirement planning and medical screenings. He hopes to become a motivational speaker, continuing to ensure young people know there are those who care about their direction in life.

"I love to motivate, I love being a role model, I love taking care of young people," Turner said. "It was very easy for me to go from city to city and from state to state because it was in my heart. I was inspired to do it. I believe it was a calling for me to do this job."

## At a glance

Command Sgt. Maj. Roger Howard became Cadet Command's newest command sergeant major when he assumed responsibility as the top enlisted leader for the organization this month.

A native of Goodman, Miss., he joins the command after serving as the command sergeant major for the XVIII Airborne Corps



Howard

and Fort Bragg, N.C. Howard enlisted in 1983. He has held a number of leadership positions around the world, including Italy, Korea, Germany, Fort Dix, N.J., and Fort Bliss, Texas.

His deployments include Operations Desert Shield and Desert Storm, Operation Iraqi Freedom and Hurricanes Katrina and Rita.

Howard's awards and decorations include the Legion of Merit, Bronze Star Medal, Meritorious Service Medal, Joint Service Commendation Medal, Army Commendation Medal, Army Achievement Medal, Good Conduct Medal, Southwest Asia Service Ribbon, Humanitarian Service Medal, Kuwait Liberation Ribbon, Global War on Terrorism Medal, Global War on Terrorism Expeditionary Medal, Professional Development Ribbon, Army Service Ribbon, Combat Action Badge, Master Parachutist Badge, Drill Sergeant Badge, German Parachutist Badge, Egyptian Parachutist Badge and Irish Parachutist Badge.

great leader and a genuinely good person," saying she was an asset to him and the command, performing at a high level, exhibiting solid expertise and demonstrating an ability to effectively communicate with people at all levels – from junior Cadets, to senior leaders of the Army, to community influencers.

"About the time you come in and make a mark, the Army decides it has something bigger and better for you and they move you on," Smith said. "It's hard to make an impact in such a short period of time, but I can tell you wherever I go and whoever I talk to, the people Col. Combs has touched and the organizations she has been around have been better because she has been a part of them and better because of her leadership."

When Combs learned a little more than a year ago she would be promoted, she looked at it as Christmas. When the Syracuse University commissionee learned she would become the deputy commanding general for Cadet Command, she viewed the opportunity as the biggest gift under the tree on Christmas morning.

In that gift were blessings that proved inspirational, she said, in the form of support from family, friends and colleagues. There also was a crystal ball, which offered a look at the future leaders of America – the high school and college students who comprise the Junior and Senior ROTC programs.

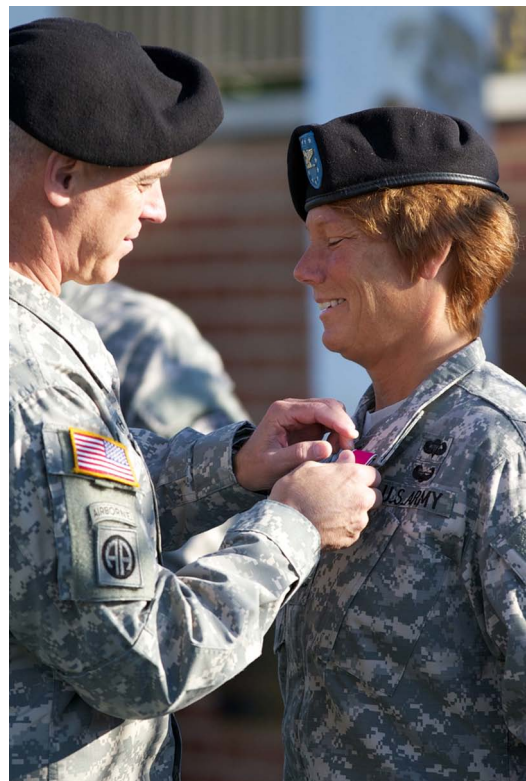
"America's wealth is not measured by what is in our checkbook," she said. "America's wealth is measured, I believe, in the potential of her youth. When you see those Junior ROTC Cadets, it is incredibly inspiring and motivating for me as an American because I know our country is in great hands."

"When I see the eyes of our Senior Cadets ... I wish I was half the Cadet when I went through ROTC that these guys are now. They are committed, they have character, they have focus. But most of all, they have passion for service."

Combs said she's also blessed with a great successor, who will continue to further what she called Cadet Command's legacy of excellence.

"I told Erik one thing: This job is what you make it," she said. "If you don't get inspired, then you don't have a heart."

"I take a lot of great blessings with me. This Christmas gift couldn't have been any better or any more enduring."



Maj. Gen. Jefforey Smith, Cadet Command's commanding general, pins the Legion of Merit onto Col. Peggy Combs' uniform. Photo by Steve Arel

## AMAZING RACE, continued from page 9

As far as winning the race, the Browns said just knowing they were the most successful single-season team in the show's history was rewarding.

After the exhausting month-long filming concluded, the Browns got back in time for Christmas, during which they remained sprawled on the couch at Rachel's family's house.

Before the show's finale in the spring, David and Rachel couldn't tell friends or family the

outcome. They said they often joked with their friends before an episode aired, teasing that it was going to be a bad show when they knew they had done exceptionally well.

When the finale aired, David got a text message from his son, Lincoln, from a previous marriage, saying, "Obviously, you'll have no problem buying my braces."

Although David described winning \$1 million as a "phenomenal, life-changing moment," and something that has somewhat made them celebrities in their town, the Browns don't have

any concrete plans to compete in another reality show. Rachel said they're "trying to pretend like we don't have that much money" and keep things like retirement in mind.

Even after emerging with \$1 million from one of the most challenging shows on television, the Browns agreed they couldn't put a price on the benefit the race had on their marriage.

"There's definitely nobody I'd rather race with," David said. "The differences that Rachel and I do have complement each other."

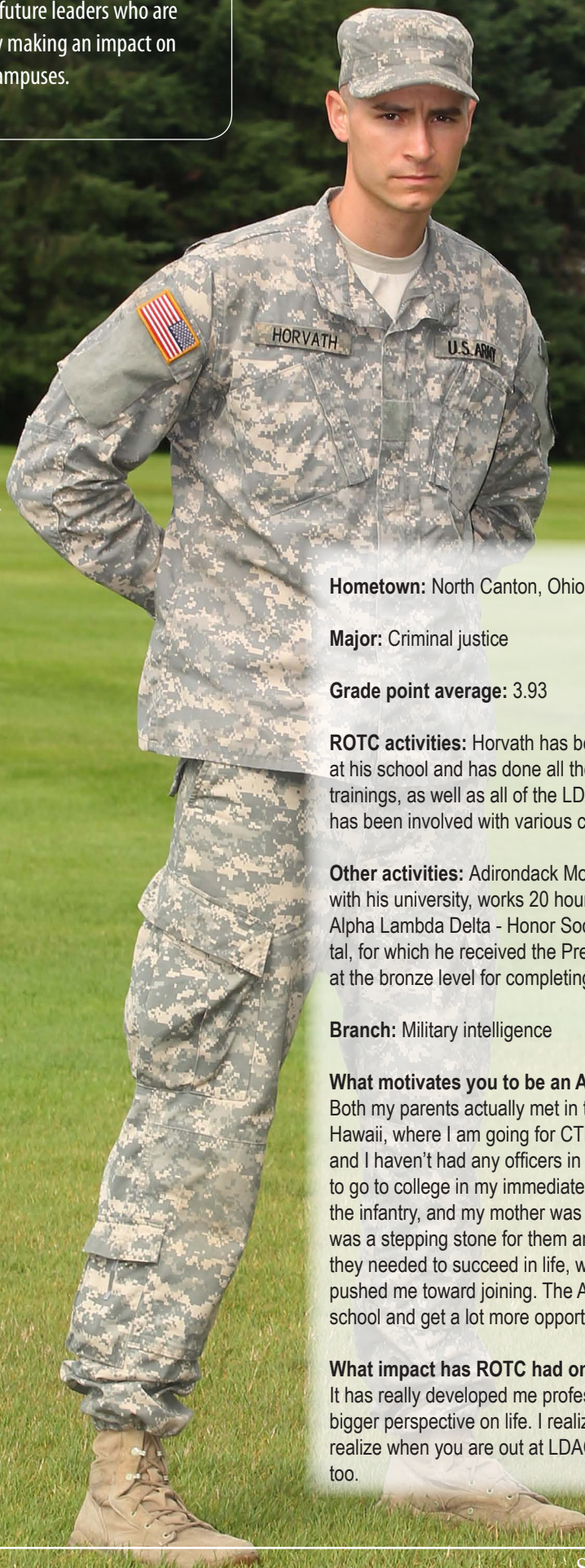


# Cadet Spotlight

A quarterly look at some of ROTC's future leaders who are already making an impact on their campuses.

Among the 6,500 Cadets to attend the Leader Development and Assessment Course at Joint Base Lewis-McChord, Wash., this summer was Cadet Ben Horvath, who succeeds not only in the field but also in the classroom at Kent State University.

Horvath said he has always been a naturally determined person, and that is why he has seen success at school. Being a recipient of a George Deuble Foundation scholarship and a Jack B. Fisher scholarship has made him want to excel in his field and make his education worthwhile. Horvath loves being outdoors and is a family person, making sure he always goes home during the summer months to see his mom.



**Hometown:** North Canton, Ohio

**Major:** Criminal justice

**Grade point average:** 3.93

**ROTC activities:** Horvath has been in charge of the color guard at his school and has done all the on-campus activities for field trainings, as well as all of the LDAC preparation operations. He has been involved with various ceremonies.

**Other activities:** Adirondack Mountain Wilderness trip last year with his university, works 20 hours a week at Buckle, treasurer of Alpha Lambda Delta - Honor Society, volunteer at Aultman Hospital, for which he received the President Volunteer Service Award at the bronze level for completing more than 200 hours of service.

**Branch:** Military intelligence

## **What motivates you to be an Army officer?**

Both my parents actually met in the military in Schofield Barracks, Hawaii, where I am going for CTLT (Cadet Troop Leader Training) and I haven't had any officers in my family yet. I'm the first person to go to college in my immediate family. My dad was attached to the infantry, and my mother was a med tech. Knowing the Army was a stepping stone for them and gave them the groundwork they needed to succeed in life, without even going to college, pushed me toward joining. The Army was a good way to pay for school and get a lot more opportunities.

## **What impact has ROTC had on you?**

It has really developed me professionally, and it's given me a bigger perspective on life. I realized it's not just about me. You realize when you are out at LDAC that it's about everybody else, too.



# LAST LOOK

Cadets with 6th Regiment of the Leader Development and Assessment Course plot their course this summer at the starting point of the night land navigation site at Joint Base Lewis-McChord, Wash. Photo by Jesse Beals

